\*Matrix includes examples, but is not an exhaustive list of data sources for hypothesis validation

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| ***\*RIOT X ICEL MATRIX*** | **R**  **Review** | **I**  **Interview** | **O**  **Observe** | **T**  **Test** |
| **I**  **Instruction** | E.g., Permanent products, e.g., written pieces, tests, worksheets, projects | E.g., Teachers’ thoughts about their use of effective teaching and evaluation practices, e.g., checklists | E.g., Effective teaching practices, teacher expectations, antecedent conditions, consequences | E.g., Classroom environment scales, checklists and questionnaires; Student opinions about instruction and teacher |
| **C**  **Curriculum** | E.g., Permanent products, e.g., books, worksheets, materials, curriculum guides, scope & sequence | E.g., Teacher & relevant personnel regarding philosophy (e.g., generative vs. supplantive), district implementation and expectations | E.g., Classroom work, alignment of assignments (curriculum materials) with goals and objectives (curriculum); Alignment of teacher talk with curriculum | E.g., Level of assignment and curriculum material difficulty; Opportunity to learn; A student’s opinions about what is taught |
| **E**  **Environment** | E.g., School rules and policies | E.g., Ask relevant personnel, students & parents about behavior management plans, class rules, class routines | E.g., Student, peers, and instruction; Interactions and causal relationships; Distractions and health/safety violations | E.g., Classroom environment scales, checklists and questionnaires; Student opinions about instruction, peers, and teacher |
| **L**  **Learner** | E.g., District records, health records, error analysis,  Records for: educational history, onset & duration of problem, teacher perceptions of the problem, pattern of behavior problems, etc. | E.g., Relevant personnel, parents, peers & students (what do they think they are supposed to do; how do they perceive the problem? | E.g., Target behaviors – dimensions and nature of the problem | E.g., Student performance; find the discrepancy between setting demands (instruction, curriculum, environment) and student performance |